

THE USE OF POWTOON WITH CROSSWORD PUZZLE TO IMPROVE STUDENTS' VOCABULARY IN DESCRIPTIVE TEXT

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ABSTRACT

This research “The Use of Powtoon with crossword puzzle to Improve Students’ Vocabulary in Descriptive Text” (A Classroom Action Research to the Seven Grade Students at SMP N 16 Pontianak in Academic Year 2019/2020) was conducted for the purpose to improve students’ vocabulary mastery especially in spelling, synonym and translating words. It was conducted in two cycles. The data in this research was collected by using an observation checklist, students’ measurement tests, and field notes. The research showed that the use of a powtoon with crossword puzzle was able to improve students’ vocabulary. Based on the data, the students were able to spell, memorize the meaning, and to make a word synonym than before the action with the help of powtoon with crossword puzzle. They helped and shared which made them learn more vocabulary by asking their friends about the spelling the word and the appropriate word to be used in describing places by using crossword puzzle media. Furthermore, students’ interest in learning descriptive text vocabulary also improved. It was shown by the students’ active and enthusiastic in doing every activity during the teaching and learning process.

Keywords: Crossword puzzle, Descriptive Text, Powtoon, Vocabulary.

INTRODUCTION

Vocabulary mastery should take priority in English teaching and learning. It is one of the core components and it has an important role to support the students' understanding of learning English. Students have to master English vocabulary, which is aimed to develop their ability to communicate with other people. The English teaching includes of four skills listening, speaking, reading and writing and all of them are related to vocabulary.

We know that vocabulary is the priority in English teaching and learning. We use it to communicate in oral and written language. In the learning process of vocabulary, we have to comprehend the meaning of a word and also, we can use it in the appropriate context, so we can communicate easily when we have a lot of vocabulary and can use them with a suitable context. The vocabulary problems occur in English

learning process in Junior High School because the students are in the beginner level. Based on the observation and interview, the students in SMPN 16 Pontianak, class VII B, they misinterpreted the meaning of words in the sentences. When the teacher asked the meaning of the words based on what they have learned and their answer was incorrectly. For example, The teacher asked the meaning of “floor” and the student’s answer was “flowers”. The students also had difficulties to memorize the word meaning. For example, the teacher asked one of the students to mention the word meaning of “Headmaster” and he still confused and asked his friends to answer it.

Based on the problems, it needs ways to help the students to master vocabulary easily, and one of the ways is by applying game and animated video as a media in the learning process. It can increase the ability and improves a variety of knowledge. Using game and animated video in

teaching vocabulary, the students are expected can obtain new knowledge, increase their skill and make students easier understand the material in the learning process. One of the animated videos and games are powtoon and crossword puzzle.

Powtoon is one part of technological development. It is used to produce a video animation with many interesting features. The researcher can create animation, image graphics, pictures of any cartoon and others. The researcher used the Powtoon application to design teaching and learning material. All learning material can be included in the Powtoon application including Descriptive text material. According to Dahar (1996), Powtoon as the media of information relevant to the processing model which is divided into eight phases, they are phases of motivation, recognition, acquisition, retention, dialing, transfer, giving responses, up to reinforcement.

Powtoon should be used in teaching and learning vocabulary because the researcher can take advantage of Powtoon such as to develop learning material, to increase students' understanding of learning vocabulary and to improve the students' interest in the material. In otherhand, the crossword puzzle is a game that can be used to improve students' vocabulary. It is a kind of games done by filling the blank form presented with letters forming the words as the answer to the question given. According to Moursund (2007), Crossword puzzles help to maintain and improve students' vocabulary, spelling skills and pronunciation.

The crossword puzzle has many advantages such as to improve sharper thinking skills, to increase student vocabulary, to know the spelling of some words, to remember the meaning of the words without finding in a dictionary and to make the learning atmosphere more enjoyable. The researcher chooses Powtoon with powtoon as a media in teaching vocabulary because it is very suitable for the students' needs based on the curriculum and can solve the teaching and learning problem in B Class.

Some researchers pertaining the use of Powtoon and crossword puzzle in English language teaching have formerly done. The first is reviewed from (Lissiafik Khoirul 2018). She had measured the developing material to teach narrative text through Powtoon. She applied development method in her research in her research. The result of the study is a video product of powtoon, it is used as learning for students in seventh-grade students. This product can increase students' motivation in the learning process, make them enjoy and remember words by watching the video.

The second is reviewed from Fitriyani (2016). She had measured the effectiveness of crossword puzzle in vocabulary learning. She applied Classroom Action Research (CAR) in her research. The research findings show that Crossword puzzle is very useful in such a way to improve the students' vocabulary mastery because it gives the students to be familiar with the words so that they can easy to remember the words in the sentences

In this research, the researcher created different research of the previous research. The researcher combined two media that powtoon and crossword puzzle to create the learning process more interesting, to improve students' vocabulary, to make students understand the material easily, to allow the students to see and learn new vocabulary without translating. The researcher used a crossword puzzle as the task and the students can fill the squares in the Crossword puzzle game with suitable words. The researcher also used Powtoon to design teaching materials and students will learn new vocabulary by powtoon

The researcher also chose descriptive text as the material to improve vocabulary. Descriptive text is a text that describes people, places and also things. The students have to learn the descriptive text by watching the video animation by powtoon and they have to fill their answers in a crossword puzzle to complete the text given by the teacher. The students learned about noun and adjective

words so that the students are expected to have more vocabulary in nouns and adjectives. This action was expected to be able to solve the problems of teaching methods, students' low motivation, confidence and the problem of

RESEARCH METHOD

Research on improving vocabulary of the students of SMPN 16 Pontianak through the use of powtoon with crossword puzzle is Classroom Action Research (CAR). Classroom action research is research that is conducted in the classroom to solve some problems that happen during the teaching and learning process. According to Creswell (2012,p.557), Classroom action research is a systematic procedure done by teachers to gather information about, and subsequently improve, the ways their teaching and learning and also particular educational setting operates. Through classroom action research, the researcher can solve the problem in the classroom

According to Kemmis and Taggart (1991) cited in Burns (2010,p.7) in the classroom action research, there are four steps in one cycle for doing classroom, planning, action, observation, and reflection.

Process of the action research could be seen in the following figure:

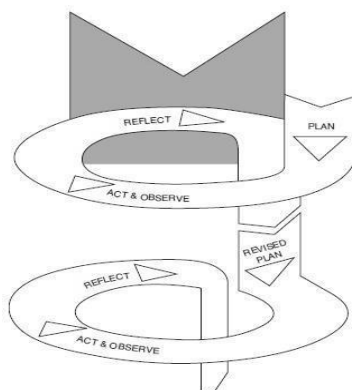


Figure 1. The Cycle of CAR

cyclical AR model based on Kemmis and Mc Taggart(1998) In Burns(2010,p.8) detail the cycle consists of:

1. Planning

vocabulary mastery. The researcher is interested to conduct the Classroom Action Research to the students at VII B class of SMPN 16 Pontianak in Academic year 2019/2020.

Planning began from the discussion with the teacher and interview students at SMP N 16 PONTIANAK regarding the existing problems during the teaching and learning process. The researcher identified a problem and develops plan of action to improve in a specific area where the researcher wants. The researcher prepared several things that are related to solving problems such as a powtoon with crossword puzzle as a media, lesson plan and material about the descriptive text to improve students' English vocabulary.

2. Acting

In this step, the researcher acted as a teacher and the teacher acted as a collaborator observing the situation that happens during the teaching and learning process. The researcher taught VII B because the students have more difficulty in mastering vocabulary. The researcher applied the material about descriptive text and powtoon with crossword puzzle as media to teach vocabulary in the classroom. In this part, the researcher also collected the data or information to make a new plan and alternative ways of doing things.

3. Observing

The researcher observed the effect of the action and the result was written on the instrument such as field notes and observation checklist. The researcher and teacher discussed the result of observation and the teacher suggested what the next researcher should do

4. Reflection

This step, the researcher and the collaborator reflected the result of data observation. By conducting the reflection, the researcher revised the plan whether it was necessary to conduct another cycle or not. The data will be classified based on the research. In this research, the analysis will be Qualitative and Quantitative analysis.

a. Qualitative Data

To know whether powtoon with crossword puzzle can improve students' vocabulary, the researcher will use the result from field notes and the data observation checklist as a qualitatively analyzing

1. Observation Checklist

The observation checklist consists of the draft of kinds of activities that happened in the classroom. Observation has done to see the improvement of the students' vocabulary through Powtoon with crossword puzzle

2. Field Notes

The Field note is writing that contains observation results. The writing is taken from the first and second cycles. It is used to write about students' participation, attention, attitude, interest, improvement, and difficulty during the teaching-learning through Crossword Puzzle with powtoon in the classroom

b. Quantitative Data

In analyzing quantitative data, the researcher calculated students score from the test. The test is given to assess students' achievement. The questions related to what they have learnt. The test will be given after applying the media.

RESULT AND DISCUSSIONS

Based on the result of the test within the two cycles it was found an improvement from the cycle to cycle. From the first cycle it was found the mean in cycle I was 80.16 and in cycle II became 96.77. The achievement of students' vocabulary had been showed through the number of students who achieved. In the first cycle, it was known that there were 15 students or 50 % students in good and very good category. This number increase to be 30 students or 96% in cycle II. It means that most of the students had passed the passing grade or KKM 77.

Cycle 1 conducted one meeting in first cycle. The meeting was held in Monday, 17th February 2020. It consisted of 4 phases; planning, acting, observing and reflecting. The researcher and English teacher agreed that the researcher

observed the teaching and learning process and the teacher conducted the teaching and learning process. In order words, the researcher became the observer and the teacher taught the class using the planning prepared by the researcher. Based on the result of pre-research, the researcher planed several media to teach the students. The researcher prepared lesson plan and the materials are needed in teaching. Besides that, researcher prepared media (Powtoon with Crossword Puzzle), it could stimulate the students' imagination, the learning source, and developed evaluation process. The lesson plan based on t curriculum is used in SMP N 16 Pontianak. Media as used in order that the students were interested and pay attention when they learn. In here, the researcher gave the media powtoon with crossword puzzle to be used in the teaching and learning process.

In the action, the teacher taught the students based on the lesson plan. The material was vocabulary of describing place " noun and adjective words". Before doing the teaching learning process, the teacher did apperception by check students' attendance, praying and teacher asks the students to describe their school as a brainstorming. The teacher wanted to make the students more motivated in teaching and learning process. In this first cycle, the teacher focused on noun and adjective words and the implementation in descriptive text (place). Firstly, the teacher builds students' knowledge by showing video by powtoon that related with the materials of describing place (Borobudur temple). After that, the teacher explained vocabularies that will be used in describing place vocabulary especially noun and adjective words. Teacher showed the example of descriptive text (Borobudur temple) by using powtoon video. Teacher asked students to analyze and write the words of noun and adjective based on the example of descriptive text (Borobudur temple)

Teacher asked the students to find the meaning and how to spell the words that they have written. Teacher asked the students to make a groups

consist of 2-3 members. Teacher showed a powtoon video that consist of introducing and expalaning how to play crossword puzzle. Finally, th teacher asked students to do the exercise. The exercise was filling the answer in crossword puzzle based on the questions that given by the teacher and matching the words meaning. the content of the exercise was several questions related to the materials in the text of “borobudur temple”. Here the students’ vocabulary mastery about “ Noun and adjective words” in the text of borobudur temple has assed by using crossword puzzle as a measurement test.

The teacher asked students to proofread friend’s answer sheets by paying attention the key answer by powtoon video. The teacher also asked to mention students’ answer with word meaning, synonym and also spelling correctly. Then the teacher asked the students repeated the vobulary of noun and adjective based on the text of “Borobudur tempel” finally. the teacher gave motivation to students to be more active in the class. For closing the class, the researcher asked the difficulty during the teaching and learning process. The teacher guided students in making conclusion of learning materials that have learned. The teacher asked students telling about their fellings in teaching and learning process. Then, the teacher and students closed the lesson with pray together.

In observing, the researcher observed the teaching learning process which is she becomes an observer in the class. There are several points which is observed related to the teaching and learning process. The meeting is held on 17th February 2020. In this stage, the researcher observed the whole process of the first cycle by using observation checklist and field note. By observing, the whole process and students’ participation during teaching and learning process. The researcher and teacher identified the strength and weakness of the media. Based on the observation and field note, it was found that the strength and weakness of the media during the teaching and learning process. It also had

improved students in many aspects and solved students’ problem in learning vocabulary, as follows:

- 1) By using word colours in the powtoon video, the students got input on English words easily but some of them still confused to understand the materials because they did not attention well the powtoon video.
- 2) The attractive animation and picture in the powtoon with crossword puzzle enhanced the students’ enthusiastic in the teaching and learning process of English vocabulary but some of students still confused to match the word synonym and word meaning because some items in the powtoon were not enough to support students understanding and improving word meaning and word synonym.
- 3) By playing the crossword puzzle, students were able to memorize the word spelling easily.
- 4) By playing the crossword puzzle game students became active and communicative because they word together.

Based on the observation conducted by the researcher, it could be stated that the preparation of implementing action is good enough and the implementation was running well during the teaching and learning process. The teacher could conduct the teaching and learning process well. The students were able to follow the instruction said by the teacher. The researcher could conclude that there was improvement of students’ motivation and score in teaching and learning process.

Cycle 2 was conducted on one meeting in the first cycle. The meeting was held in Monday, 24th February 2020. It consisted of 4 phases; planning, acting, observing and reflecting. In this cycle, the teacher conducted the teaching and learning process the researcher observed the activity during the teaching and learning process. In other words,

the collaborator became the teacher to teach descriptive text material using PowToon with crossword puzzle as the media prepared by the researcher

In this cycle, the researcher planned the way to improve students' vocabulary in descriptive text using powToon with crossword puzzle. The researcher prepared a material of descriptive text, lesson plan, crossword puzzle, and PowToon video again in order to be used by the teacher during the teaching and learning process. In this cycle, the activity was not different from the previous cycle, but the material was different from the first cycle, the researcher chose the material about "I'm Proud of Indonesia".

The researcher also planned the lesson plan in order to make the activity of teaching descriptive text was better from the first cycle. The researcher discussed with the collaborator before conducted the teaching and learning process. The researcher used PowToon with crossword puzzle again to create the learning process more interesting, to improve students' vocabulary, to make students understand the material easily. The researcher asked the teacher to use PowToon with crossword puzzle in teaching descriptive text vocabulary. The form of powtoon with crossword puzzle was interesting animation, color full and attractive features.

In acting, the teacher conducted the teaching material using crossword puzzle with PowToon media. The material was descriptive text vocabulary especially noun and adjective "I'm Proud of Indonesia" In the opening of teaching and learning process, the teacher did apperception by praying together, checking students' attendance and telling the topic that the students will learn. The teacher wanted to make the students more enthusiastic in teaching and learning process. In the 2nd cycle, the teacher focused on the noun and adjective in decretive text about "I'm proud of Indonesia" and the implementation in a crossword puzzle and translating the word meaning.

For the procedure, the teacher showed video by PowToon media that related with the materials and the example of descriptive text (I'm Proud of Indonesia). Then, Teacher asked students to analyze and write the words of noun and adjective based on the example of descriptive text. Teacher asked students to find the word meaning and how to spell the words that they have written. They had to understand the rule to play crossword puzzle well because they done it before and teacher had shown it to the students in the teaching and learning process, finally, the teacher asked the students to do the exercise.

The content of the exercise was several questions related to the descriptive text materials. Here, the students' vocabulary mastery about noun and adjective in the text about "I'm Proud of Indonesia ". The teacher showed some questions and asked students to fill in the crossword puzzle and to translate the word meaning. They also had to discuss it with teacher and friends.

Teacher asked students to proofread friend's answer sheets by paying attention the key answer by the PowToon video. The teacher asked students to mention students' answer with word meaning, pronunciation and also spelling correctly. Finally, the teacher gave motivation to students to be more active and enthusiastic in the teaching and learning process. For closing the class, the teacher asked students to mention the difficulty in learning descriptive text using PowToon with crossword puzzle. Then the teacher guided the students in making conclusion of learning material. And then, the teacher asked students about their feeling in teaching and learning process. Finally, the teacher and students closed the lesson with pray together.

From the result of observation, the improvement of students' enthusiatistic and vocabulary mastery was good. It can be seen that there were students had good interest to what they would learn in the teaching and learning process. In the class activity, the students knew the spelling of some words, remembered the meaning of the

words without finding in a dictionary, made the word synonym easily. In the second cycle the researcher found the students' vocabulary improves significantly in the following ways:

1. By playing a crossword puzzle game and the attractive animation in the powtoon video made the students more active in teaching and learning process. They looked motivated as they were very enthusiastic during the teaching and learning process.
2. By playing the crossword puzzle, the students improved the word spelling easily.
3. The implementation of word colour in the powtoon video facilitated students with more vocabulary especially noun and adjective word.
4. By word colour in the powtoon video, students identified noun and adjective word easily
5. The classroom situation was more manageable compare to the first cycle, the students looked motivated by playing a crossword puzzle game and watching the attractive video powtoon.
6. They were positive changes in the students' behavior and attitudes during the teaching and learning vocabulary in descriptive text, they help each other to improve the word spelling by playing the crossword puzzle.

Based on the observation from the second cycle, the researcher can conclude that there was improvement of students' vocabulary especially in describing places. For closing in the second cycle, the teacher gave motivation again to students to have more practice in English vocabulary. In short, the result of students' achievement in cycle II had completed the target made by the researcher.

The researcher and the collaborator concluded that the second cycle was achieved. Based on the observation conducted by the researcher, it could be stated that the preparation of implementing action was running well during the teaching and learning process.

Based on observation checklist conducted in the second cycle, it showed very good result. The teacher conducted the teaching well. The teacher had good management the teaching and learning process. The students could follow the instruction told by the teacher because the teacher paid more attention to the students during the teaching and learning process. The researcher can conclude that there was improvement of students' vocabulary and the score in vocabulary mastery was improved

From the data, the research findings of the Classroom Action Research were successful. The students' vocabulary mastery was improved significantly by applying powtoon with crossword puzzle. Even though in the first cycle the teaching and learning process did not run well. But on the second cycle the students showed the improved significantly of students' vocabulary especially in spelling, word meaning and synonym. The powtoon with crossword puzzle made the teaching and learning process enjoy and also gives the students an opportunity for helping and discussing problems with their friends. It can be seen in the observation checklist, field note and also a test.

Therefore, the use of powtoon with crossword puzzle improves significantly seven grade students' vocabulary in descriptive text in SMP N 16 Pontianak in academic year 2020/2021" was accepted.

Based on the findings, it has been proven that powtoon with crossword puzzle had big contributed in the teaching and learning vocabulary. By using powtoon with crossword puzzle, the students began to be interested to learn English vocabulary by watching a powtoon video and started to ask how to play crossword puzzle. Actually, they were asked to learn new vocabulary by watching the powtoon video and answering the questions in the boxes of crossword puzzle but they did not feel bored because they could play the crossword puzzle and they felt interested to learn new vocabulary with attractive animation in the materials.

The powtoon with crossword puzzle were the animation video and game that can be used to improve students' vocabulary. According to Dahar (1996) Powtoon as the media of information relevant to the processing model which is divided into eight phases, they are phases of motivation, recognition, acquisition, retention, dialing, transfer, giving responses, up to reinforcement. In addition Moursund (2007), Crossword puzzles help to maintain and improve students' vocabulary, spelling skills, spelling and knowledge of many miscellaneous tidbits of information.

In the first cycle, the result was not successful. Not all of the students passed the passing grade. There was a problem during the teaching and learning process, Some of students still used dictionary to support them doing the task and they not pain attention and motivation during the teaching and learning, the students needed to understand the materials in the animation video by powtoon slowly, they did not discuss the materials in the media well, and they still confused in the word spelling, synonym and also matching word meaning. They also still confused to differentiate the noun and adjective words.

In the second cycle, the result was successful. The teacher and researcher can handle all the problems during the teaching and learning process, they made the crossword puzzle with powtoon more attractive, added some animation to help students translate the word meaning and to make the word synonym easily. So, most of the students had passed the passing grade or KKM well. They had passed the KKM which was 77. The students started to understand the rule of playing crossword puzzle and discuss it well. In this cycle, the students pain more attention and motivation in the teaching and learning process. The students understood in spelling, synonym and translating word meaning easily. They also understood the materials by powtoon video easily.

The students' improvement in the classroom in the teaching and learning process was also supported by the teacher's role. The role of the teacher in teaching learning process is also important. The teacher pain attention in teaching materials, the teacher gave motivation to the students. The teacher controlled the students in teaching learning process especially during the discussion process.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research questions and the research findings, there are two points of conclusion that can be explained. Firstly, the achievement of the students' vocabulary was getting better, especially in spelling, synonym and also word meaning from the first cycle to second cycle. Secondly, in the teaching and learning process, crossword puzzle with powtoon facilitated the students to understand the spelling, synonym and word meaning easier. It helped students with more vocabulary especially noun and adjective word. The classroom situation was more manageable compare, the students looked motivated in doing the tasks and the passive students became more active and communicative in practicing and answering the questions by powtoon with crossword puzzle media

Suggestions

Based on the result of the research, and the conclusion, the researcher would like to give some suggestions such as, the powtoon with crossword puzzle is recommended to be implemented for teaching vocabulary in the online class and in the classroom.. Students can used powtoon with crossword puzzle media to learn individually, and practice to answer the questions in the crossword puzzle. The research implements powtoon with crossword puzzle to improve students' vocabulary in descriptive text. It is expected that the result of this research can be used as additional reference for other researcher in different materials.

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